# **Professional Learning Communities in Action**

IVC Series with web-based support From Utah State Office of Education

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High School Fridays at 3:00-3:30: Sept. 13, Oct. 11, Nov. 1, Dec 13. Feb. 14

## Basic documents for each session:

- 1. Cognitive Rigor Matrix
- 2. Close Reading Self-Assessment Rubric (Grade Band 11-12)
- 3. Argument Writing Rubric (Grade Band 11-12)

### FOCUS: College and Career Anchor Standards:

## Reading:

- ➤ (Key Ideas and Details): Read closely to determine what the TEXT says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- ➤ (Craft and structure): Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- ➤ (Integration of Knowledge and Ideas): Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### Argument Writing as Academic Writing (Grade Band 11-12)

➤ Develop claim(s) and counterclaim(s) fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level, concerns, values, and possible biases.

#### Learning Task One: Please read the Reading Standards carefully:

- Star the skill that will be the most challenging for YOU to teach your students.
- Underline the skill YOU feel confident that your students use when they do a close reading.

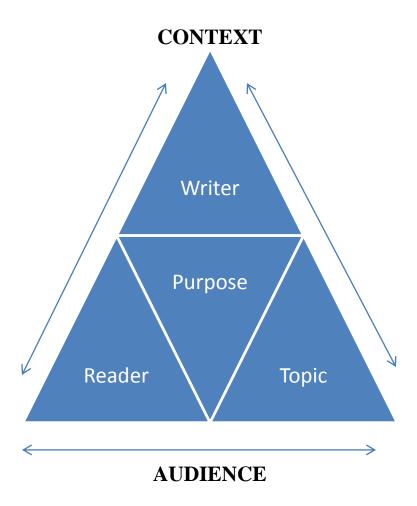
Turn to a colleague and discuss the reasons for your selections, be concrete and specific. We will hear a sample.

## <u>Learning Task Two:</u> Please read the Argument Writing standard carefully:

- Star the skill that will be the most challenging for YOU to teach your students.
- Underline the skill YOU feel confident that your students use when they do a close reading.

Turn to a colleague and discuss the reasons for your selections, be concrete and specific. We will hear a sample.

"The way we read and structure language is always rhetorical: that is, always dependent on how speakers or writers, topics, audiences, contexts and purposes interact to make communication work" (p. 52, 2014, Joliffe & Rosskelly)



On July 13, 1865 Horace Greeley, editor of the New York Tribune, wrote an editorial encouraging Civil War veterans to take advantage of the Homestead Act of 1862 and apply for ownership of a 160-acre "stake" of undeveloped land, owned by the U.S. Government, west of the Mississippi River. The editorial contained the following sentences:

"Washington is not a place to live in. The rents are high, the food is bad, the dust is disgusting and the morals are deplorable. Go West, young man, go West and grow up with the country."

<u>Learning Task Three:</u> Using the essential rhetorical elements in the triangle above, with a partner, discuss the following questions by using textual evidence:

- 1. How does the historical context influence Greeley's editorial? What words does he use to develop tone? (tone is determined by diction or the author's word choice which communicates a level of formality or not).
- 2. What can we infer about the audience of his editorial?
- 3. Based on textual evidence what might we infer about Greeley?
- 4. What CLAIM is Greeley making?
- ➤ Claim of fact asserts that something is true or not
- > Claim of value asserts that something is good or bad

- ➤ Claim of policy asserts that one course of action is superior to another
- 5. What are the reasons for Greeley's claim? Why is he making the claim?
- 6. With your partner construct a counterclaim to the argument Greeley is making.

Learning Task Three: Which of the reading and writing standards have these Learning Tasks addressed? Go back to the starred standards and generate, with your partner, other ideas for re-designing your instruction to support students as readers and writers in achieving your starred standards.

#### MORE FUN PRACTICE WITH THE TRIANGLE:

**Learning Task ONE:** Using both the triangle for rhetorical analysis and the close reading rubric to identify a skill on which you want focus, read the following THREE related texts for the purpose of:

- Identify the claim in each text, using evidence from each text based on context, audience, reader, writer, and purpose.
- Write the claim in a single sentence.

Author: Benjamin Franklin (1706-1790) was born in Boston of a poor family and became a printer, revolutionary, writer and statesman (ambassador to France). An inventor, scientist, and philosopher, Franklin was one of the earliest advocates for the abolition of slavery and the protection of rights for indigenous peoples.

TEXT ONE: Notes Concerning the Savages by Benjamin Franklin (1784)

Savages we call them, because their manners differ from ours. Which we think the perfection of civility; they think the same of theirs.

Perhaps, if we could examine the manners of different nations with impartiality, we should find no people so rude, as to be without any rules of politeness, nor any so polite, as not to have some remains of rudeness.

The Indian men, when young, are hunters and warriors; when old, counselors; for all their government is by counsel of the sages; there is no force, there are no prisons, no officers to compel obedience, or inflict punishment. Hence they generally study oratory, the best speaker having the most influence.

## TEXT TWO: The Constitution of the Iroquois Nations (The League of Peace and Power)

## The Great Binding Law (1450-1500)

http://www.iroquoisdemocracy.pdx.edu/

No council of the Confederate Lords shall be legal unless all the Mohawk Lords are present.

Whenever the Confederate Lords shall assemble for the purpose of holding a council, the Onondaga Lords shall open it by expressing their gratitude to their cousin Lords and greeting them, and they shall make an address and offer thanks to the earth where men dwell, to the streams of water, the pools, the springs and the lakes, to the maize and the fruits, to the medicinal herbs and trees, to the forest trees for their usefulness, to the animals that serve as food and give their pelts for clothing, to the great winds and the lesser winds... to the messengers of the Creator who reveal his wishes and to the Great Creator who dwells in the heavens above, who gives all the things useful to men, and who is the source and the ruler of health and life.

Then shall the Onondaga Lords declare the council open. The council shall not sit after darkness has set in.

Every Onondaga Lord (or his deputy) must be present at every Confederate Council and must agree with the majority without unwarrantable dissent, so that a unanimous decision may be rendered.

#### TEXT THREE: Attendance in the United States House of Representatives

A quorum in the House of Representatives is when a majority of the Members are present. When there are no vacancies in the membership, a quorum is 218. When one or more seats are vacant, because of deaths or resignations, the quorum is reduced accordingly. Because of Members' other duties, a quorum often is not present on the House floor. But any Member may insist that a quorum must participate in any vote that takes place in the House. If a Member makes a point of order that a quorum is not present, and the Speaker agrees, a series of bells ring on the House side of the Capitol and in the House office buildings to alert Members to come to the Chamber and record their presence.

**Learning Task TWO:** Using a Venn diagram to support your analysis, compare and contrast the next two texts by asking these <u>two</u> questions: 1) How are the way that decisions are made different and the same in the Iroquois Confederacy (1450) and the United State Senate (2013)? 2) What can you infer from each text about what each government seems to value (use textual evidence)?

#### How Decisions were Made by the 5 Matrilineal Nations

In all cases the procedure must be as follows: when the Mohawk and Seneca Lords have unanimously agreed upon a question, they shall report their decision to the Cayuga and Oneida Lords who shall deliberate upon the question and report a unanimous decision to the Mohawk Lords. The Mohawk Lords will then report the standing of the case to the Firekeepers, who shall render a decision as they see fit in case of a disagreement by the two bodies, or confirm the decisions of the two bodies if they are identical. The Fire Keepers shall then report their decision to the Mohawk Lords who shall announce it to the open council.

If through any misunderstanding or obstinacy on the part of the Fire Keepers, they render a decision at variance with that of the Two Sides, the Two Sides shall reconsider the matter and if their decisions are jointly the same as before they shall report to the Fire Keepers who are then compelled to confirm their joint decision.

When the Council of the Five Nation Lords shall convene they shall appoint a speaker for the day. He shall be a Lord of the Mohawk, Onondaga or Seneca Nation. The next day the Council shall appoint another speaker, but the first speaker may be reappointed if there is no objection, but a speaker's term shall not be regarded more than for the day.

Rights, Duties and Qualifications of Lords

If any Confederate Lord neglects or refuses to attend the Confederate Council, the other Lords of the Nation of which he is a member shall require their War Chief to request the female sponsors of the Lord so guilty of defection to demand his attendance of the Council. If he refuses, the women holding the title shall immediately select another candidate for the title.

No Lord shall be asked more than once to attend the Confederate Council.

#### How the United States Senate makes Decisions

Changes to Senate Procedures in the 113<sup>th</sup> Congress Affecting the Operation of Cloture (S.Res. 15 and S.Res. 16).

The filibuster is widely viewed as one of the Senate's most characteristic procedural features. Filibustering includes any use of dilatory or obstructive tactics to block a measure by preventing it from coming to a vote. The possibility of filibusters exists because Senate rules place few limits on Senators' rights and opportunities in the legislative process.

In particular, a Senator who seeks recognition usually has a right to the floor if no other Senator is speaking, and then may speak for as long as he or she wishes. Also, there is no motion by which a simple majority of the Senate can stop a debate and allow itself to vote in favor of an amendment, a bill or resolution, or any other debatable question. Most bills, indeed, are potentially subject to at least two filibusters before the Senate votes on final passage of the bill: first, a filibuster on a motion to proceed to the bill's consideration; and second, after the Senate agrees to this motion, a filibuster on the bill itself.

Senate Rule XXII, however, known as the "cloture rule," enables Senators to end a filibuster on any debatable matter the Senate is considering. Sixteen Senators initiate this process by presenting a motion to end the debate. In most circumstances, the Senate does not vote on this cloture motion until the second day of session after the motion is made. Then, it requires the votes of at least three-fifths of all Senators (normally 60 votes) to invoke cloture. (Invoking cloture on a proposal to amend the Senate's standing rules requires the support of two-thirds of the Senators present and voting.)

The primary effect of invoking cloture on most questions is to impose a maximum of 30 additional hours for considering that question. This 30-hour period for consideration encompasses all time consumed by roll call votes, quorum calls, and other actions, as well as the time used for debate. During this 30-hour period, in general, no Senator may speak for more than one hour (although several Senators can have additional time yielded to them). Under cloture, as well, the only amendments that Senators can offer are ones that are germane and that were submitted in writing before the cloture vote took place. Finally, the presiding officer also enjoys certain additional powers under cloture: for example, to count to determine whether a quorum is present, and to rule amendments, motions, and other actions out of order on the grounds that they are dilatory.

The ability of Senators to engage in filibusters has a profound and pervasive effect on how the Senate conducts its business on the floor. In the face of a threatened filibuster, for example, the majority leader may decide not to call a bill up for floor consideration, or to defer calling it up if there are other, equally important bills that the Senate can consider and pass without undue delay. Similarly, the prospect of a filibuster can persuade a bill's proponents to accept changes in the bill that they do not support, but that are necessary to prevent an actual filibuster.

- 1. What textual evidence from the Senate document can you use to support this claim:
- The filibuster is an effective strategy to ensure that compromise is possible.
- 2. What textual evidence from the Senate document can you use to support this counterclaim:
- The filibuster is the major reason why bills in the Senate are not passed.